



**Basic Weight Training  
Grades 10-12  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Basic Weight Training is offered to maximize the essential fitness concepts and training methods for lifetime benefits. An elective that supports the core beliefs of the Trumbull High School wellness curriculum, the course is designed to give students an opportunity to develop the basic knowledge and principles of strength training. Students learn how to spot effectively and work out in teams while focusing on individual strength development. The course utilizes updated fitness concepts, while including safety as a major priority.

Basic Weight Training meets every other day for a semester.

## COURSE GOALS

The following course goals derive from the 2013 Society of Health and Physical Educators (SHAPE America) Grade-Level Outcomes for K-12 Physical Education.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

S1.H3.L1      Demonstrates competency in 1 or more specialized skills in health-related fitness activities.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

S2.H2.L1      Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

S2.H3.L1      Creates a practice plan to improve performance for a self-selected skill.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.H7.L1      Demonstrates appropriate technique on resistance-training machines and with free weights.

- S3.H7.L2 Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
- S3.H9.L1 Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).
- S3.H10.L1 Calculates target heart rate and applies that information to personal fitness plan.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- S4.H2.L1 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.
- S4.H3.L1 Uses communication skills and strategies that promote team or group dynamics.
- S4.H5.L1 Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- S5.H1.L1 Analyzes the health benefits of a self-selected physical activity.
- S5.H2.L2 Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- basic weight training principles are an important part of being a physically literate individual.
- safety and weight room etiquette are crucial components of weight training.
- physically literate individuals exhibit responsible personal and social behavior.
- participating in ongoing strength training and conditioning promotes healthy balance of overall fitness.
- proper use of techniques and skills maximizes the effects of one's personal training program.

## **COURSE ESSENTIAL QUESTIONS**

- How can I learn weight training techniques and apply them through physical activity to increase my overall wellness throughout my life?
- How does one design an effective strength and conditioning program to increase functional muscular strength?
- How do the various lifts, spotting techniques, and safe use of weight lifting equipment decrease the likelihood of injury?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- weight room safety and lifting and spotting fundamentals.
- types of warm-ups, including dynamic and isometric concepts.
- the location and development of the major muscles of the body.
- key principles, methods, and terminology of weight training.

Students will be able to . . .

- perform multiple exercises safely and properly.
- develop individualized workout plans.
- develop a weight training SMART goal.
- perform spotting techniques proficiently.

# COURSE SYLLABUS

**Course Name**

Basic Weight Training

**Level**

Non-leveled

**Prerequisites**

None

**Materials Required**

None

**General Description of the Course**

This course will give students an opportunity to develop strength and muscle tone. Students learn how to spot effectively and work out in teams while focusing on individual strength development. Free weights and exercise machines will be utilized along with proper fundamentals of effective weight training. Safety is a constant, and cooperation and respect are essential to provide safe instruction.

**Assured Assessments**

Formative Assessments:

Formative assessments can include, but are not limited to:

- Form completion checklist (Unit 1)
- Safety rubric (Unit 1)
- Workout form (Google Forms) (Units 1, 2)
- Google quiz related to unit concepts (Units 1, 2)
- SMART goal (Unit 2)

Summative Assessments:

- Physical participation (Units 1, 2)

# UNIT 1

## Introduction to Weight Training

### Unit Goals

Linked to the 2013 Society of Health and Physical Educators (SHAPE America) Grade-Level Outcomes for K-12 Physical Education, by the completion of this unit, students will:

- S1.H3.L1 Demonstrate competency in 1 or more specialized skills in health-related fitness activities.
- S2.H2.L1 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
- S3.H7.L1 Demonstrate appropriate technique on resistance-training machines and with free weights.
- S3.H9.L1 Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).
- S4.H2.L1 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.
- S4.H3.L1 Use communication skills and strategies that promote team or group dynamics.
- S4.H5.L1 Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
- S5.H2.L2 Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

### Unit Essential Questions

- What is the importance of spotting?
- What are the four basic lifts, and what muscle groups do they develop?
- How does one develop muscle through training?
- What are some of the ways to maintain a safe weight room environment?
- What are some of the key elements to maintain weight room etiquette?
- What are opposing lifts, and how do they fit into a workout plan?

### Scope and Sequence

- Introduction
- Safety
  - Attire
  - Spotting introduction

- Technique/form
- Equipment use
- Warm-ups
  - Dynamic vs. isometric
- Weight room etiquette
  - Clean-up
  - Re-racking weights
  - Rules
  - Hygiene
  - Spatial awareness
- Spotting fundamentals
  - Body positioning
  - Hand placement
- Weight training terminology
  - Introduction to commonly-used terms
- Target heart rate
  - Zone
  - Target vs. max
- Lifting fundamentals
  - Push
  - Pull
  - Lift
  - Major muscle groups

### **Assured Assessments**

Formative Assessment:

- Form completion checklist
- Safety rubric
- Workout form (Google Forms)
- Google quiz related to unit concepts

Summative Assessment:

- Physical participation

### **Resources**

#### Supplemental

- “Circuit Training vs. Interval Training.” Howcast Health & Wellness, <https://www.howcast.com/videos/503992-circuit-training-vs-interval-training-gym-workout>. Accessed June 17, 2019. Web.
- Corbin, Charles B., Guy C. Le Masurier, and Karen E. McConnell. *Fitness for Life*. 6<sup>th</sup> ed. Champaign, IL: Human Kinetics, 2014. Print.
- “Home Back Workout for Men.” Howcast Health & Wellness, <https://www.howcast.com/guides/878-home-back-workout-for-men>. Accessed June 17, 2019. Web.
- “How to Do a Chest Workout at the Gym.” Howcast Health & Wellness, <https://www.howcast.com/videos/503964-how-to-do-a-chest-workout-gym-workout>. Accessed June 17, 2019. Web.

- “How to Work Out at the Gym.” Howcast Health & Wellness, <https://www.howcast.com/guides/897-how-to-work-out-at-the-gym>. Accessed June 17, 2019. Web.
- Howcast Health & Wellness, <https://www.howcast.com/guides/6-health>. Accessed June 17, 2019. Web.
- “A Weekly Gym Routine for Beginners (with Videos).” <https://www.theo.fit/blog/beginnerlift>. Accessed June 17, 2019. Web.
- “What Is a Compound Set in a Gym Workout?” Howcast Health & Wellness, <https://www.howcast.com/videos/503997-what-is-a-compound-set-gym-workout>. Accessed June 17, 2019. Web.
- “What Is a Drop Set in a Gym Workout?” Howcast Health & Wellness, <https://www.howcast.com/videos/503998-what-is-a-drop-set-gym-workout>. Accessed June 17, 2019. Web.
- “What Is a Set in a Gym Workout?” Howcast Health & Wellness, <https://www.howcast.com/videos/503995-what-is-a-set-gym-workout>. Accessed June 17, 2019. Web.
- “What Is a Super Set in a Gym Workout?” Howcast Health & Wellness, <https://www.howcast.com/videos/503996-what-is-a-super-set-gym-workout>. Accessed June 17, 2019. Web.

### **Time Allotment**

- Approximately 14 classes

## **UNIT 2**

### **Application**

#### **Unit Goals**

Linked to the 2013 Society of Health and Physical Educators (SHAPE America) Grade-Level Outcomes for K-12 Physical Education, by the completion of this unit, students will:

- S1.H3.L1 Demonstrate competency in 1 or more specialized skills in health-related fitness activities.
- S2.H3.L1 Create a practice plan to improve performance for a self-selected skill.
- S3.H7.L1 Demonstrate appropriate technique on resistance-training machines and with free weights.
- S3.H7.L2 Design and implement a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
- S3.H9.L1 Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).
- S3.H10.L1 Calculate target heart rate and applies that information to personal fitness plan.
- S4.H3.L1 Use communication skills and strategies that promote team or group dynamics.
- S4.H5.L1 Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
- S5.H1.L1 Analyze the health benefits of a self-selected physical activity.
- S5.H2.L2 Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

#### **Unit Essential Questions**

- Why is proper nutrition an essential component to my training?
- What is the importance of developing a workout plan?
- How can I use the principles of training to optimize my results?

#### **Scope and Sequence**

- Exercises to develop primary muscles
  - Alternative exercises
- Principles of training

- F.I.T.T.
- Principles of training (specificity, progression, overload)
- Training concepts
  - HIIT
  - LISS
  - Finding max lifts for specific lifts
  - Super setting
- Nutrition
  - Avoiding low-nutrition products
  - Balanced diet
  - Eating towards your goal
- Application
  - Developing SMART weight training goals
  - Developing a workout plan
  - Participation in workouts
- Evaluating progress
  - Assessing progress
  - Review of SMART goals

### **Assured Assessments**

Formative Assessment:

- Workout form (Google Forms)
- SMART goal
- Google quiz related to unit concepts

Summative Assessment:

- Physical participation

### **Resources**

#### Supplemental

- “Circuit Training vs. Interval Training.” Howcast Health & Wellness, <https://www.howcast.com/videos/503992-circuit-training-vs-interval-training-gym-workout>. Accessed June 17, 2019. Web.
- Corbin, Charles B., Guy C. Le Masurier, and Karen E. McConnell. *Fitness for Life*. 6<sup>th</sup> ed. Champaign, IL: Human Kinetics, 2014. Print.
- “Home Back Workout for Men.” Howcast Health & Wellness, <https://www.howcast.com/guides/878-home-back-workout-for-men>. Accessed June 17, 2019. Web.
- “How to Do a Chest Workout at the Gym.” Howcast Health & Wellness, <https://www.howcast.com/videos/503964-how-to-do-a-chest-workout-gym-workout>. Accessed June 17, 2019. Web.
- “How to Work Out at the Gym.” Howcast Health & Wellness, <https://www.howcast.com/guides/897-how-to-work-out-at-the-gym>. Accessed June 17, 2019. Web.
- Howcast Health & Wellness, <https://www.howcast.com/guides/6-health>. Accessed June 17, 2019. Web.
- “A Weekly Gym Routine for Beginners (with Videos).” <https://www.theo.fit/blog/beginnerlift>. Accessed June 17, 2019. Web.

- “What Is a Compound Set in a Gym Workout?” Howcast Health & Wellness, <https://www.howcast.com/videos/503997-what-is-a-compound-set-gym-workout>. Accessed June 17, 2019. Web.
- “What Is a Drop Set in a Gym Workout?” Howcast Health & Wellness, <https://www.howcast.com/videos/503998-what-is-a-drop-set-gym-workout>. Accessed June 17, 2019. Web.
- “What Is a Set in a Gym Workout?” Howcast Health & Wellness, <https://www.howcast.com/videos/503995-what-is-a-set-gym-workout>. Accessed June 17, 2019. Web.
- “What Is a Super Set in a Gym Workout?” Howcast Health & Wellness, <https://www.howcast.com/videos/503996-what-is-a-super-set-gym-workout>. Accessed June 17, 2019. Web.

### **Time Allotment**

- Approximately 30 classes

## **COURSE CREDIT**

.25 credit in Wellness  
One class period every other day for a semester

## **PREREQUISITES**

None.

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Problem-Solving Rubric (attached)
- Trumbull High School School-Wide Social & Civic Expectations Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Trumbull High School Basic Weight Training Participation Rubric (attached)

## Trumbull High School School-Wide Problem-Solving Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	<ul style="list-style-type: none"> <li>• Student demonstrates clear understanding of the problem and the complexities of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates sufficient understanding of the problem and most of the complexities of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some understanding of the problem but requires assistance to complete the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no understanding of the fundamental problem after assistance with the task</li> </ul>
Research X_____	<ul style="list-style-type: none"> <li>• Student gathers compelling information from multiple sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers sufficient information from multiple sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers some information from few sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers limited or no information</li> </ul>
Reasoning and Strategies X_____	<ul style="list-style-type: none"> <li>• Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some critical thinking skills to develop a plan integrating some strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no critical thinking skills and no plan</li> </ul>
Final Product and/or Presentation X_____	<ul style="list-style-type: none"> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows sufficient understanding of the problem and its components</li> <li>• Solution shows sufficient use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no use of 21<sup>st</sup>-century technology skills</li> </ul>

## Trumbull High School School-Wide Social & Civic Expectations Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> <li>• Highly self-directed</li> <li>• Consistently displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed</li> <li>• Displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally self-directed</li> <li>• At times displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely self-directed</li> <li>• Seldom displays ethical conduct in the classroom and on campus</li> </ul>
Respects Others X_____	<ul style="list-style-type: none"> <li>• Sensitive and considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• Considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• At times considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• Insensitive to others</li> </ul>
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> <li>• Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner</li> </ul>	<ul style="list-style-type: none"> <li>• Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted</li> </ul>	<ul style="list-style-type: none"> <li>• At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates intolerance and lacks social interaction skills</li> </ul>
Cultural Understanding X_____	<ul style="list-style-type: none"> <li>• Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>

## Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> <li>• Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates initiative by generating appropriate questions, creating original projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some initiative by generating questions, creating appropriate projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no initiative by generating few questions and creating projects/work</li> </ul>
Independent Research & Development X_____	<ul style="list-style-type: none"> <li>• Student is analytical, insightful, and works independently to reach a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Student is analytical, and works productively to reach a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Student reaches a solution with direction</li> </ul>	<ul style="list-style-type: none"> <li>• Student is unable to reach a solution without consistent assistance</li> </ul>
Presentation of Final Product X_____	<ul style="list-style-type: none"> <li>• Presentation shows compelling evidence of an independent learner and thinker</li> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive and appropriate application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows clear evidence of an independent learner and thinker</li> <li>• Solution shows adequate understanding of the problem and its components</li> <li>• Solution shows adequate application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows some evidence of an independent learner and thinker</li> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows limited or no evidence of an independent learner and thinker</li> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no application of 21<sup>st</sup>-century skills</li> </ul>

## Trumbull High School Basic Weight Training Participation Rubric

	<b>4 Exemplary</b>	<b>3 Goal</b>	<b>2 Working Towards Goal</b>	<b>1 Needs Support</b>	<b>0 Unacceptable</b>
<p style="text-align: center;"><b>Effort</b></p> <p>~ Actively works out / participates the entire period</p> <p>~ Challenges self and others to high levels of performance</p>	Always	Usually	Sometimes	Rarely	Never
<p style="text-align: center;"><b>Technique/Skills</b></p> <p>~ Completes exercises with full range of motion</p> <p>~ Demonstrates appropriate body position</p> <p style="padding-left: 20px;">~ Demonstrates correct grip</p> <p>~ Does exercise in a slow, controlled manner</p> <p style="padding-left: 20px;">~ Demonstrates proper breathing technique</p> <p>~ Demonstrates proper spotting techniques</p>	Always	Usually	Sometimes	Rarely	Never
<p style="text-align: center;"><b>Knowledge</b></p> <p>~ Selects appropriate exercise to match muscle group</p> <p>~ Uses correct terms/vocabulary</p>	Always	Usually	Sometimes	Rarely	Never
<p style="text-align: center;"><b>Safety</b></p> <p>~ Demonstrates self-control and respect to ensure a positive experience for self and others</p> <p>~ Selects appropriate weight for the exercise</p> <p>~ Demonstrates proper equipment management (loading, securing, unloading weights)</p>	Always	Usually	Sometimes	Rarely	Never
<p style="text-align: center;"><b>Behavior</b></p> <p>~ Respects teacher, class, and equipment</p> <p>~ Listens and responds appropriately</p> <p>~ Follows class rules and expectations</p> <p>~ Phones/headphones/ electronics are not used/out without teacher's permission</p>	Always	Usually	Sometimes	Rarely	Never

**Total: \_\_\_\_\_ / 20 points**